

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
Grade Level/Band Standard:	8.H.1.1 Describe major military battles in the American Revolution.	
Student Friendly Language:	I can identify the military battles of the Revolutionary War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities <ul style="list-style-type: none"> ○ This standard helps lead into the understanding of how the colonies developed and led into the American Revolution. ● 5.H.1.1 Create and use a chronological sequence of related events to compare developments that happened during the same time frame <ul style="list-style-type: none"> ○ Students will chronological sequence the events of the military battles to help describe their importance. ○ Students will have to understand the chronology of the British colonies and their government systems. ○ Students will have to understand the various conflicts between the colonies, indiginous tribes, and other colonial powers. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Major military battles and their outcome of the Revolutionary War. 	<ul style="list-style-type: none"> ● Several major battles that took place during the Revolutionary War, along with analyze how the outcomes impacted the American Revolution. 	<ul style="list-style-type: none"> ● Analyze maps of battles. Based on battle information and geography, students will predict what happened in specific areas of battlefields.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> ● Describe ● Patriot ● Loyalist ● Alliance ● Privateering ● Guerilla Warfare ● Redcoat Soldier 	<ul style="list-style-type: none"> ● That the Revolutionary War was just something that happened within a single context, not a larger world view of colonization of European World Powers. 	

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<ul style="list-style-type: none"> Continental Soldier 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> The Oceti Sakowin Tribal members have oral traditions as well as interactions with the European people. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Students will be researching major battles of the American Revolution (i.e. Lexington, Concord, Bunker Hill, Long Island, Trenton, Saratoga, Yorktown). ELA Connection: 8.W.7. Students conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> High School History Connection 9-12.H.2.6 Students will evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive) High School Geography Connection 9-12.G.7.2 Students will elaborate upon the interaction of physical and human systems and their influence on current and future condition
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		

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- Create a map displaying the major battles of the American Revolution utilizing geographical landforms to help identify the winner.
- Group students and assign each group a different major military battle. They become the experts researching the battle and present their findings to the class via Google slides, iMovie, or poster presentation.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Identify the significance of the National Park Service in preserving our nation’s history. 	<ul style="list-style-type: none"> ● Students will evaluate the National Park Service’s website and choose one of the battles from the American Revolution. Students will create flyers over “their” national park to distribute throughout the school that contains not only information regarding the battle but also information regarding the United States’ National Park Service.